

**Arkansas Department of Education  
Office of Educator Preparation**

Discretionary Grant Application Notice for 2017-2018

Arkansas Professional Pathway for Educator Licensure (APPEL) Program Delivery Model

**Funding Opportunity Description**

**Purpose**

This notice is being issued to solicit applications to host one or more Instructional Module delivery sites for the Arkansas Department of Education (ADE) Arkansas Professional Pathway for Educator Licensure (APPEL) Program.

**Program Goals and Objectives:**

APPEL is an alternative route to obtaining an Arkansas teaching license for college graduates holding at least a four-year degree. The goal of the Arkansas Professional Pathway to Educator Licensure (APPEL) is to prepare educators who understand what accomplished beginning teaching looks like in a classroom, and more importantly, to demonstrate how effective teachers design lessons, provide instruction, build classroom communities, and utilize assessments to facilitate student learning. To accomplish this goal the program performance objectives and performance measures are laid out in Sections II-V below.

**Program /Statutory Authority and Regulations**

A.C.A. § 6-17-409 (2016) established that the State Board of Education may offer and operate a nontraditional licensure program, currently known as the APPEL Program. The program is administered under the auspices of the Arkansas Department of Education (ADE) and is monitored by the ADE Office of Educator Preparation.

**Award Information**

This is a competitive grant process. The total amount of grant funding ranges from \$25,000.00 to \$100,000.00 depending on the budget needs of an individual site. The grant award period of performance is July 1, 2017 to June 30, 2018.

**Eligibility**

All Arkansas Educational Service Cooperatives, two- and four-year colleges and universities, and local school districts, within the state of Arkansas, are eligible to apply for funding.

**Submission**

Applicants must submit three hard copies of the Grant Application. Faxed copies **will not** be accepted. Applications must include the APPEL Grant Proposal Narrative, [APPEL Grant Application](#), ADE Grant Application Form, ADE Grant Budget and Budget Narrative Form, Statement of Assurances and Institutional Endorsement, no later than the close of business on, Friday, February 10, 2017. Mail to:

ADE APPEL Grant Proposal 2017  
Office of Educator Preparation  
#4 Capitol Mall, Room 102-B  
Little Rock, AR 72201

For additional information, contact Ms. Ann Crosser, APPEL Program Manager, or Ms. Joan Luneau, ADE Office of Educator Preparation, at [ann.crosser@arkansas.gov](mailto:ann.crosser@arkansas.gov) or [joan.luneau@arkansas.gov](mailto:joan.luneau@arkansas.gov) or call 501-371-1582.

## **Selection Criteria**

Each submission must include a narrative as described in the next section (Proposal Narrative). Site Selection will be awarded based primarily upon a point system (See Appendix A); however, geographic location will be a consideration when necessary. Points will be awarded in the categories of a) teacher preparation, b) monitoring and evaluation, and c) administration and fiscal oversight. A Statement of Assurances and Endorsement is required. A maximum of 100 points is available and a minimum score of 75 is required for a proposal to be considered for funding.

## **Application Process**

### **Section I: Applicant Information**

Complete Section I: Applicant Information on the attached Arkansas Department of Education Grant Application form.

### **Section II: Program Description/Proposal Narrative**

The proposal narrative must be double spaced, using 12-point Times New Roman font. Major headings must be bold. The narrative must not exceed ten pages in length. Schedules, timelines, and diagrams of facilities must be included as attachments and are not counted in the ten-page limit.

The proposal must explain how the following components will be addressed in program delivery, includes completing the attached Grant Application documents:

**A. Teacher Preparation and Instructional Delivery** (maximum 50 pts) to address the following topics:

- a. Demonstrated need for a delivery site at the proposed location;
- b. Description of procedures for implementing the following program components:
  - i. How the site will assure modules are presented according to program guidelines
  - ii. Instructor requirements

**1. All instructors in the APPEL program must meet the following minimum qualifications:**

- a. Master's degree in education(or associated field) or National Board Certified Teacher (NBCT) is preferred
- b. Documented expertise in the content of the specific module assigned
- c. Completion of training required by law for teacher mentoring and evaluation

**2. All instructors in the APPEL program must adhere to the following:**

- a. Agreement to accept the current established presenter fee, (\$400 per day) plus travel expenses in alignment with State rate.
  - b. Submit a resume and the facilitator will indicate on the matrix which module(s) they will instruct. The site facilitator will be responsible for approving the instructor for each module based on resume and documented expertise.
- iii. Process for hiring highly qualified, motivated instructors, clearly communicating high expectations,

- iv. Process for meeting the needs of Elementary (K-6) (see Appendix E), Middle Childhood (4-8), and Secondary (7-12) participants for appropriate modules (separate speakers, break-out sessions, etc.),
- v. Process for meeting the needs of participants for content specific instruction (content expert speakers, break out sessions, etc.) The site is allowed to hire up to ten (10) total content presenters for this week.
- vi. Plan for providing ongoing Internet-accessibility for participants throughout the year,
- vii. Online teaching experience, provide any certifications as attachments, or state willingness to attend ADE provided training for certification,
- viii. Process for communicating daily assignments and providing participant and facilitator on-line feedback,
- ix. Plan for assisting participants in searching for appropriate teaching positions,
- c. Other topics to be addressed in the narrative include:
  - x. Identification of site facilitators (include resumes and credentials) and experience with APPEL.
  - xi. Site facilitators will hire all instructors and must provide all relevant information and qualifications (see attached APPEL Grant Application). It is not necessary to hire an instructor for the online modules (see Appendix B).
  - xii. Since grades and attendance are kept within Moodle the Grant applicant will describe the backup plan for keeping grades and attendance outside the Moodle online classroom. This could include periodically extracting files from Moodle to an external storage device.
  - xiii. Location of facilities and configuration of meeting areas. As an appendix, include a diagram of the working space, specifying the areas designated for whole group and small group instruction.
  - xiv. Daily schedule, specifying beginning and ending times, planned break, and lunch period.

**Section III: Program Evaluation and Monitoring** This section should include details for monitoring and reporting of instructional effectiveness and grant funds.

**A. Monitoring and Evaluation of Modules & Site** (maximum 25 pts.)

- a. What is the plan for site facilitators and participants to provide on-line feedback on module presentations and specifically module presenters? The Proposal applicant must provide a plan for adjusting instruction based on survey feedback data.
- b. The grant applicant must provide a program performance report to include reporting on all items as provided in Appendix C.
- c. The grant applicant must submit a program performance report at the end of the grant period. Program performance reports must be submitted to the ADE Program Manager within 30 days after the end of the grant award performance period.

Program Performance Reporting Deadlines  
(July 1st - June 30th grant performance period)

Program Reporting Period	Report Due to ADE Program Manager	Report Due from ADE Program Manager to GPC
July 1 <sup>st</sup> – June 30th	July 30th	August 15th

- B. Grant Funds Monitoring and Reporting Requirements** This describes monitoring and reporting of grant fund requirements associated with the grant award.
- Grant recipients will be required to submit financial reports describing the status of the funds. Financial performance reports must be submitted to the ADE program manager on a semi-annual basis. (Using the **"ADE Grant Budget and Budget Narrative Form"**). Reports must be received within 30 days after the close of the reporting period.

Financial Performance Reporting Deadlines  
(July 1st - June 30th grant performance period)

Financial Reporting Period	Report Due to ADE Program Manager	Report Due from ADE Program Manager to GPC
July 1st – December 31st	January 30th	February 15th
January 1 <sup>st</sup> – June 30th	July 30th	August 15th

ADE reserves the right to suspend or revoke grant payments to grant recipients that do not timely submit financial and performance reports in a timely manner.

- C. Grant Recipient Monitoring** The goal of monitoring is to establish partnerships with grantees that hold grant recipients accountable for the grant award by implementing risk-based monitoring strategies to ensure that they have the financial capacity to appropriately manage the grant. The grant recipient's project must:
- Conform to the grantee's approved application and to the effectiveness and quality of the project
  - Meet the established performance measures of the grant
  - Adhere to laws, regulations, conditions of the grant, provisions and assurances
  - Appropriately manage funds, including the expenditure of funds for authorized purposes

Desk and/or on-site monitoring reviews may be conducted on grant recipients, as deemed necessary. The ADE will use financial and program performance reports as a monitoring tool for all grant recipients.

**Section IV: Program Budget** This section should explain in detail what will be purchased with grant funds.

- A. ADE Grant Budget and Budget Narrative** (maximum 25 pts.)
- Complete the attached ADE Grant Budget and Budget Narrative form. Applicant budgets must provide sufficient detail for the ADE program staff to conduct a cost analysis of the applicant's budget. When reviewing specific cost items, ADE program staff must determine whether the costs are:
    - Necessary for the proper and efficient performance and administration of the grant;
    - In accordance with generally accepted accounting principles (GAAP);\*
    - Adequately documented and justified;
    - Incurred specifically for the purpose of the grant;
    - Treated consistently with costs used for the same purpose in similar circumstances.

\* Generally accepted accounting principles (GAAP) are the standard framework of guidelines and financial accounting used in any given jurisdiction.

- B. Additional Grant Budget Requirements** This describes additional program monitoring and reporting requirements associated with the grant.
- a. All presenters hired to instruct the APPEL modules must submit:
    - i. The entities original, signed completed invoice (including properly completed W-9 form) to the APPEL Site Facilitator. The Site Facilitator will submit the invoice to the grant's Designated Fiscal Administrator for payment.
    - ii. The completed and signed Tr-1 or other appropriate travel documents to the site facilitator to be processed by the Designated Fiscal Administrator for reimbursement. Travel will be calculated based on the current State rate see here (<http://www.gsa.gov/portal/category/100000>). These expenses are in addition to the presenter fee.
  - b. The budget is based upon one presenter for each face-to-face module (14 modules) based on the site servicing Year 1 and/or Year 2 participants.
    - i. The site facilitator is allowed to hire up to ten (10) content presenters for the content specific week. These presenters will be paid \$400 per day for five days.
  - c. There can be two site facilitators. If there are two, one will be designated for Year 1 and one designated for Year 2.
    - i. Each facilitator is paid a standard salary of \$10,800.00 for up to 30 participants in their designated group. A single facilitator may not exceed responsibility for more than 60 participants.
    - ii. Depending on enrollment for the site, an individual facilitator may be paid more based on a sliding scale. This scale is provided in Appendix D.
    - iii. If a site facilitator chooses to present, instead of hiring a presenter for the day, then the facilitator will be paid as a presenter only. The site facilitator can only be paid as either a presenter or a site facilitator and never in duplicate roles.
    - iv. If a facilitator(s) is an employee of the Coop, District or College/University and a percentage of time and fringe benefits are paid to the employee from grant funds, then list these under salaries and fringe benefits. If not, list under Contracts with no fringe benefits.
- C. Grant Payments** This describes how payment will be rendered to approved and granted sites. The following applies:
- d. **Initial Grant Payment** After all necessary approvals have been obtained for the grant, funds will be considered obligated to the recipient. Grant recipients must be in compliance with all program, fiscal and reporting guidelines to be eligible to receive payment.
    - i. Payments to grant recipients must minimize the time elapsing between the transfer of funds to the grant recipient and the expenditure of these funds by the grantee.
    - ii. Funds will not be paid in a lump sum, but be disbursed over time as costs are incurred or anticipated. ADE will initially advance **no more than 50%** of the grant award to the recipient at the start of the grant award period. This is the **maximum percentage** of funds that may be advanced to the recipient, and should only be provided to recipients that have an **immediate requirement or use for the funds**.
    - iii. Advance payments to grant recipients must be limited to the **minimum amounts** needed and in accordance with the immediate cash requirements of the grantee in carrying out the purpose of the grant.

- e. **Remaining Grant Payments** After the initial grant award funds have been advanced to the recipient at the start of the grant award period, there are three types of disbursement methods for the remaining grant funds. However, reimbursement is the preferred payment method for remaining grant funds.
- i. **Reimbursement – COGNOS Data Warehouse** LEAs/ESCs may receive monthly reimbursement payments based on their COGNOS district warehouse reports. For recipients paid through this method, program managers will be required to submit quarterly APSCN budget/expenditure reports to the GPC which should be reviewed by program staff to ensure that budget categories are not overspent.
  - ii. **Reimbursement Basis** Grant recipients (LEA and non-LEA) that are not reimbursed through monthly COGNOS data pulls will be required to complete an **“ADE Grant Budget Reimbursement Request.”** The request lists the budgeted amounts by category from the approved grant budget, actual expenditures, remaining budget balance and grant funding received by the recipient. For grant recipients reported in APSCN, supporting documentation in the form of Board Reports and Detailed Expenditure Reports are required and should be attached to the reimbursement request. For grant recipients that are not reported in APSCN, supporting documentation for actual expenditures will be required to be included with the reimbursement request. Supporting documentation should be in the form of invoices, bills for goods and services, employee payroll and travel reimbursements.
- f. **Advance Payments** Advance payments to grant recipients may be necessary, in some instances. Advance payments must be limited to the **minimum amounts** needed and in accordance with the immediate cash requirements of the grantee in carrying out the purpose of the grant.
- i. For state-funded grant awards, fund advances may be requested no more frequently than on a **quarterly** basis.
  - ii. For Federally funded grant awards, fund advances will be limited to immediate cash requirements for a month in advance. Fund advances may be requested no more frequently than on a **monthly** basis.
  - iii. **All** fund advance payment requests must have a completed **“ADE Grant Budget Reimbursement Request.”** For grant recipients reported in APSCN, the most recent Board Report and Detailed Expenditure Report are required and must be attached to the request. For grant recipients not reported in APSCN, a financial status report that provides detail regarding grant funds received, expended and remaining cash balances are required and must be attached to the request.
  - iv. All **advance payment** requests **must** be sent to the GPC for approval prior to payment processing. Advance payment requests that are not complete or do not contain the required supporting documentation will not be accepted.
- g. All costs must be budgeted in the grant recipients approved application to be eligible to be charged to the grant. Only costs included in the approved budget will be reimbursed. Changes that result in a 10% or greater deviation from any budgeted line item in the approved grant application will not be paid and must be pre-approved in writing by the GPC.

**Section V: Financial Management System** This section describes the grantee’s accounting system and financial management system.

- A. **Financial Narrative** The financial narrative must be provided. The applicant may provide their existing written financial management policies and procedures in order to meet this requirement.
- a. All applicants must provide a narrative describing the grantee's accounting system and financial management system. Applicants must have a financial management system in place that allows them to properly administer grant funds. Applicants will be reviewed to determine that the grantee's financial management system provides for the following:
    - i. Identification in the grantee's accounting system of the grant award received and expended under which they were received;
    - ii. Accurate, current, and complete disclosure of the financial results of each grant award or program;
    - iii. Records that identify adequately the source and application of grant funds. These records must contain information regarding the obligation of funds, unobligated balances, assets, expenditures, income and interest and be supported by source documentation;
    - iv. Effective control over and accountability for, all funds, property, and other assets;
    - v. Comparison of expenditures with budget amounts for each grant award
- B. **Designated Fiscal Administrator** The applicant must designate a specific fiscal administrator for grant funds assurances. This administrator and their contact information is to be listed on the APPEL Grant Application form.
- a. The designated fiscal administrator is required to attend an official Discretionary Grant training held at the Arkansas Department of Education in Little Rock. The designee must attend this training prior to June 1, 2017. If the designee has not already been contacted by Traci Boyd with the ADE Finance and Administration office to schedule to attend a training, then they must contact the APPEL Program Manager to arrange to attend the training and must attend the training prior to June 1, 2017.
  - b. The fiscal administrator will be responsible for fulfilling the requirements listed above under Section IV, B-C of this grant application.
- C. **Institutional and Site Facilitator Assurances and Endorsements** This section guarantees certain Institutional and Facilitator Assurances and requires proper signatures on the Statement of Assurances documents below.

**Institutional Assurances and Endorsement (required)**

**Statement of Assurances**

1. The applicant assures possession of the necessary legal authority to apply for and receive said grant.
2. The applicant assures the proposed APPEL site will be available for the specified dates and of sufficient duration size, scope, and quality to ensure the purpose of the project as outlined in this Grant Application.
3. The applicant assures provision for proper fiscal control and accounting procedures as may be required by fiscal audit.
4. The applicant assures that they will operate within the budget provided.
5. The applicant assures the project site will implement an accountability system for monitoring instructional effectiveness.
6. The applicant guarantees signature of the Institutional Endorsement that constitutes a commitment on the part of the sponsoring institution to support the project.
7. The applicant guarantees timely submission of the required financial and program reports as described in this Grant Application Notice.

Each application must be signed by the sponsoring institution's chief executive officer or a specifically designated representative for funding applications. The endorsement constitutes a commitment on the part of the institution to support the project. When two or more eligible institutions or agencies collaborate on an application, each institution must submit an endorsement. In such a case, only one institution would be designated as the custodian of the funds. An eligible institution may endorse more than one proposal.

**Signatures (must be in ink)**

\_\_\_\_\_  
School District Authorized Signature and Title (where applicable)

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Authorized Signature and Title (where applicable)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Educational Cooperative Authorized Signature and Title (where applicable)

\_\_\_\_\_  
Date



## **Site Facilitator Assurances and Endorsement (required)**

### **Statement of Assurances**

1. Site facilitators ensure that the APPEL Instructional Modules will be thoroughly addressed. A syllabus, with an accompanying PowerPoint presentation outlining essential learning goals, definition of terms, resource materials for the instructor, activities and assessments, and an online, Moodle classroom are provided to the sites by ADE. Presenters are encouraged to supplement the provided materials. All topics must include, at a minimum, the instructional material provided by ADE.
2. Site facilitators ensure that modules will follow the established sequential order, unless otherwise approved, in writing, by the APPEL Program Manager (See Appendix B).
3. Site facilitators ensure that all instructional delivery will model best practice in use of teaching strategies, groupings, technology, and assessment.
4. Site facilitators ensure that APPEL participants and presenters will use the textbooks and instructional materials provided by ADE.
5. Site facilitators ensure that presenters will have access to the textbooks and instructional materials provided by ADE prior to the date of the presentation.

As an APPEL Site Facilitator, I agree to:

1. Attend all trainings/meetings associated with the APPEL program.
2. Provide ADE with proof of completion of training required by law for teacher mentoring and evaluation on or by June 1, 2017.
3. Adhere to the criteria and expectations set forth in the Discretionary Grant Application Notice guidelines.
4. Maintain and update information in Moodle in a timely manner.
5. Provide all APPEL Site Financial and Program Performance Reports for 2017-18.
6. Keep all documentation (including any testing materials) in a secure, locked office or filing cabinet.
7. Submit attendance data via the Moodle classroom within two days of the meeting date.
8. Provide appropriate grading and feedback to APPEL participants via the Moodle classroom within ten days of the meeting date or ten days of receiving the assignment.

I understand that there may not be enough participants in a given area to justify establishing an APPEL Site. The number of participants will not be available until all APPEL applications are submitted on June 2, 2017. If there are not enough participants in my location to feasibly establish an APPEL site I understand that this agreement will become null and void.

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Site Facilitator Name (please print clearly)

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Site Facilitator Signature

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Date

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Site Facilitator Name (please print clearly)

\_\_\_\_\_  
Site Facilitator Signature

\_\_\_\_\_  
Date

## Appendix A

### Sample Score Sheet for Rating Grant Proposal

This is the form used to score your proposal. Please make note of the number of points attached to each category and plan your responses accordingly. Assume the person scoring has no experience with the APPEL Program.

Proposed Site Location_____		
Scored by_____		
Total Points Awarded    /100 _____		
Criteria	Points Possible	Points Awarded
<b>Teacher Preparation and Instructional Delivery</b>	<b>50 Total</b>	
Demonstrate need for delivery site at the proposed location, including K-6 needs statement (if applicable)	5 points	
<b>Presenter Qualifications</b>		
Proof of completion of training required by law for teacher mentoring and evaluation or training confirmed and arranged before presentation date	5 points	
Masters degree in education or associated field or NBCT	5 points	
Expertise in the content of the specific module as assigned	5 points	
Names of <b>all</b> proposed presenters included and modules to be taught verified by the site facilitator	5 points	
Process for hiring highly qualified, motivated presenters clearly communicating high expectations	5 points	
Process for meeting the needs of Elementary, Middle and Secondary participants for appropriate modules	5 points	
Plan for providing Internet access and evidence of online teaching experience(s) or willingness to attend training	5 points	
Process for communicating daily assignments and completing facilitator and participant on-line feedback	5 points	
Plan for assisting participants in searching for appropriate teaching positions	5 points	
<b>Monitoring and Evaluation of Modules &amp; Sites</b>	<b>25 Total</b>	
Describe the internal methods used for program evaluation	5 points	
Identification of site facilitators (include resume) and experience with APPEL and confirmation of completion of training required by law for teacher mentoring and evaluation or arrangements made for training by June 1, 2017	5 points	
Procedure for record keeping (attendance, assignments, assessment)	5 points	
Location of facilities and configuration of meeting areas (diagram in appendix)	5 points	
Daily schedule, specifying beginning and ending times, planned break, lunch period	5 points	
<b>Program Budget, Budget Narrative and Financial Narrative</b>	<b>25 Total</b>	
Overall Budget and Budget Narrative	4 points	
Financial Narrative and Statement of Assurances (Institutional and Site Facilitator)	4 points	
Facilitators (cost of)	5 points	
Number of Presenters (break out sessions)	8 points	
Designated Fiscal Administrator (training) documented	4 points	

## Appendix B

### Teacher Preparation Instructional Modules

#### Year 1

<b>Summer (June)</b>		
	<b>Days 1-10 Summer Regional Sites (All face to face instruction at the regional site)</b>	
Day 1	Overview of Program & A Framework for Teaching	7 hours
Day 2	Framework Domains 1 & 2	7 hours
Day 3	Framework Domains 3 & 4	7 hours
Day 4	Engaging Students/Reflecting Upon Teaching	7 hours
Day 5	Human Growth & Development	7 hours
Day 6	Arkansas Standards	7 hours
Day 7	Lesson Planning	7 hours
Day 8	Special Education (Teaching Students with Disabilities)	7 hours
Day 9	English for Speakers of Other Languages-ELL Learners	7 hours
Day 10	Teaching with Poverty in Mind	7 hours
	<b>Days 11-15: Content Specific Week (All face to face instruction at the regional site)</b>	
Day 11	Student-Centered Classroom: Classroom Management and Time Management	7 hours
Day 12	Student-Centered Classroom: Assessment	7 hours
Day 13	Student-Centered Classroom: Excellent Professional Practice and Professional Planning for School	7 hours
Day 14	Student-Centered Classroom: Differentiated Instruction	7 hours
Day 15	Student-Centered Classroom: Disciplinary Literacy	7 hours
	<b>Eight (8) Monthly Modules of Additional Instruction (4 face to face modules delivered at regional sites and 4 online modules)</b>	
Day 16 (September)	Classroom Climate, Management, and Safety and Parent Communication	7 hours
Day 17 (October)	<b>Online</b> – Special Education in Practice	7 hours
Day 18 (November)	High Yield Strategies	7 hours
Day 19 (December)	<b>Online</b> – Inviting Students to Learn	7 hours
Day 20 (January)	<b>Online</b> – Extend: Inviting Students to Learn	7 hours
Day 21 (February)	Classroom Management by Engaging Students in Learning and Using Assessment in Instruction	7 hours
Day 22 (March)	<b>Online</b> – Classroom Management: Domain 2C: “Managing Classroom Procedures” Video Self Assessment	7 hours
Day 23 (April)	Classroom Management: Domain 2C: “Managing Classroom Procedures” Video Evaluation	7 hours

## Appendix B

### Teacher Preparation Instructional Modules

#### Year 2

<b>Summer (June)</b>		
	<b>Days 1-10 Summer Regional Sites (All face to face instruction at the regional site)</b>	
Day 1	Focused Instructional Strategies to Increase Rigor and Relevance	7 hours
Day 2	Inspiring the Best in Students	7 hours
Day 3	Brain Power- Teaching with the Brain in Mind	7 hours
Day 4	The Differentiated Classroom	7 hours
Day 5	Formative Assessment	7 hours
Day 6	Extended Thinking	7 hours
Day 7	Data Driven Decision Making	7 hours
Day 8	Closing the Achievement Gap	7 hours
Day 9	English for Speakers of Other Languages-ELL Learners	7 hours
Day 10	The Engaging Classroom/Parent Involvement	7 hours
	<b>Days 11-15: Content Specific Week (All face to face instruction at a regional sites )</b>	
Day 11	edTPA Bootcamp: Basic Training	7 hours
Day 12	edTPA Bootcamp: Academic Language	7 hours
Day 13	edTPA Bootcamp: Task One: Planning for Instruction and Assessment	7 hours
Day 14	edTPA Bootcamp: Task Two: Instructing and Engaging Students in Learning	7 hours
Day 15	edTPA Bootcamp: Task Three: Assessing Student Learning	7 hours
	<b>Eight (8) Monthly Modules of Additional Instruction (4 face to face modules delivered at regional sites and 4 online modules)</b>	
Day 16 (September)	Getting Started with edTPA	7 hours
Day 17 (October)	<b>Online-</b> Task 1:Planning Commentary	7 hours
Day 18 (November)	Task 2: Instruction Commentary	7 hours
Day 19 (December)	<b>Online</b> – Task 3: Assessment Commentary	7 hours
Day 20 (January)	<b>Online</b> – Wrapping Up Your edTPA Portfolio	7 hours
Day 21 (February)	edTPA Review	7 hours
Day 22 (March)	<b>Online-</b> edTPA Submission	7 hours
Day 23 (April)	Graduation	7 hours

## **Appendix D:**

### **Site Facilitator Sliding Scale Based on Enrollment**

Number of Participants	Percent Increase from Base Salary based on up to 30 participants	Dollar Amount of Increase	Total Salary
31-34	5%	+ \$540.00	\$11,340.00
35-40	15%	+\$1620.00	\$12,240.00
41-45	25%	+\$2700.00	\$13,500.00
46-50	35%	+\$3780.00	\$14,580.00
51-55	45%	+\$4860.00	\$15,660.00
56-60	55%	+\$5940.00	\$16,740.00

Number of participants per site facilitator is capped at 60. Any additional participants can be given to the second site facilitator. If both facilitators are maxed out at 60 each, then a third facilitator must be hired.

## **Appendix E: Elementary Licensure K-6 Needs Statement**

The APPEL program will allow a site to accept Elementary K-6 candidates on a needs basis. If a site can provide evidence of a need for K-6 teachers in that region of the state, then the site's proposal must include a needs assessment. K-6 enrollment may be limited based on your needs assessment. The assessment should include, at a minimum, the following:

A statement of need for K-6 teachers in the region indicating how many K-6 positions are available and how many applicants there are for those positions. This statement must be backed up with solid evidence from a reliable and valid source(s).

Examples of source documents are:

1. An analysis from a regional Education Service Cooperative of an anticipated or documented K-6 teacher shortage in the area, to include a list of Act 1240 waivers for licensure and how many of those waivers are for K-6 teachers, or
2. An analysis of the number of participants in the region's K-6 teacher preparation program(s), both undergraduate and graduate, and when the institution(s) will have K-6 candidates ready for licensure, or
3. A letter, on school letterhead, from two or more school districts in the region, identifying a need for K-6 teachers. These letters should also include information on district recruitment efforts for K-6 teachers.

## Appendix C

### Sample Program Performance Report Indicators

This is the form used to score your performance report. These performance measures are established to demonstrate whether the recipient is making progress towards meeting each program objective. For each performance measure, a target level of performance is established to compare to actual performance data to demonstrate the recipient's progress towards meeting or exceeding their target level of performance.

Site Location _____  Reviewed by _____  Performance Level:    Unsatisfactory (U)    Meets (M)    Exceeds (E)			
<b>Performance Indicators</b>			
<b>Teacher Preparation and Instructional Delivery</b>	U	M	E
Met or exceeded goal for number of participants assigned/recruited to site (as stated on APPEL Grant Application)			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of participants finding appropriate teaching positions in schools within the site region (as stated on APPEL Grant Application)			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of presenter performance according to the Module Evaluation Session Surveys (in Moodle)			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of using internal program evaluation to adjust instruction based on feedback (as stated in Section III of the Discretionary Grant Application)			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of process for meeting the needs of Elementary, Middle Childhood and Secondary participants (as stated in Section II-A of the Discretionary Grant Application)			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of process for meeting the needs of participants for content specific instruction (as stated in Section II-A of the Discretionary Grant Application)			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of timely submission of attendance and grades into Moodle (as stated in 7-8 of the Site Facilitator Statement of Assurances)			
If goal not met, stated reason and any other pertinent information			
<b>Program Reporting Requirements</b>	U	M	E
Met or exceeded goal of timely submission of the required financial reports as described in the Grant Application Notice			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of timely submission of the required program performance report as described in the Grant Application Notice			
If goal not met, stated reason and any other pertinent information			



<b>Program Budget and Finance Requirements</b>	<b>U</b>	<b>M</b>	<b>E</b>
Met or exceeded goal of charging only allowable costs necessary to the performance of the grant			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of being in accordance with generally accepted accounting principles (GAAP) and staying within budget parameters			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of tracing of funds to a level of expenditure to establish fund were used in accordance with grant award			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of maintaining financial records and supporting documents pertinent to grant award (must be retained for four years following end of grant period)			
If goal not met, stated reason and any other pertinent information			
Met or exceeded goal of expending funds on or between the beginning and ending dates of the Grant Award Performance Period, if recipient did not expend all funds, any unexpended funds were returned to ADE			
If goal not met, stated reason and any other pertinent information			

NOTE: Scoring unsatisfactory on three or more measures will result in internal review and might cause a site to become high risk for future grant awards. Any performance measure indicated as unsatisfactory MUST be remedied before a site would be approved for future grant funds.

## **Appendix F**

### **APPEL Instructional Module Descriptions (Year One)**

- Y1D1: Overview and Framework for Teaching: Introduction of the Danielson Framework for Teaching.
- Y1D2: Framework Domains 1 and 2: In depth study of the Danielson Framework for Teaching Domains 1 and 2.
- Y1D3: Framework Domains 3 and 4: In depth study of the Danielson Framework for Teaching Domains 3 and 4.
- Y1D4: Engaging Students/Reflecting on Teaching: With a special emphasis on Domain 3c, this module will define student engagement and provide participants with the strategies needed to engage all students in their classrooms.
- Y1D5: Human Growth and Development: Participants will examine child development and foundational child development theory, provide a statement of teaching style based on research findings about human growth and development, relate theories of human development to creating developmentally appropriate learning experiences and create learning experiences that differentiate for learning styles.
- Y1D6: Arkansas Standards: This module will introduce participants to the Arkansas State Standards. Upon completion, they will understand the importance of standards based curriculum in the classroom.
- Y1D7: Lesson Planning: Best practices in how to plan instruction, including understanding the importance of knowing students, content, and pedagogy before planning lessons, how to design activities, assignments, and assessments that engage students in constructing important knowledge, and understanding that lesson planning is about developing and deepening student understanding of big ideas and transferring their learning to new situations.
- Y1D8: Special Education (Teaching Students with Disabilities): Provides beginning teachers with the fundamental knowledge required to provide a free appropriate public education to students with disabilities in the least restrictive environment- the general education classroom.
- Y1D9: English for Speakers of Other Languages: TBD (Presenter must be ELL expert, preferably a current practitioner)
- Y1D10: Teaching with Poverty in Mind: Introduction to an awareness of how poverty affects the brain. Strategies will be explored to combat an impoverished brain and develop empathy for students who face multiple barriers to learning.
- Y1D11: Student-Centered Classroom: Content Specific: Classroom Management and Time Management: Participants will develop a personal classroom management philosophy, discover the connection between effective classroom management and teacher effectiveness, discover the importance of time management and its effect on classroom management, and create a proactive classroom management plan.
- Y1D12: Student-Centered Classroom: Content Specific: Assessment: Participants will learn to distinguish between the types and purposes of assessment, develop formative assessments that are tied to goals, incorporate the use of rubrics into assessment and student inclusion in the assessment process, determine if a student is falling behind and make appropriate interventions, communicate with families the results of all types of assessment, including standardized tests, and the rationale and philosophy of how the educator grades effort vs. achievement.
- Y1D13: Student-Centered Classroom: Content Specific: Excellent Professional Practice and Professional Planning for School: Participants will possess a clear understanding of excellent professional practice and prepare for the first weeks of school and embrace the culture of being a teacher in a school.
- Y1D14: Student-Centered Classroom: Content Specific: Differentiated Instruction: Participants will learn to enhance teaching and learning by planning and designing lessons, delivering

instruction and measuring progress utilizing differentiated instruction in the content area meeting the needs of all learners.

Y1D15: Student-Centered Classroom: Content Specific: Disciplinary Literacy: This module will introduce participants to the concept of disciplinary literacy. Participants will work with other content area teachers to develop grade appropriate close reading lessons and performance tasks.

Y1D16: Classroom, Climate, Management and Safety and Parent Communication: Participants will analyze their personal classroom management philosophy and their classroom management plan to determine its effectiveness. Participants will identify types of bullying, learn how to analyze, evaluate, and practice with curriculum resources that can be used in the classroom, and articulate their understanding that all students possess a basic need to "fit in" and be a part of a safe and positive learning environment. Participants will analyze their personal parent communication plan to determine its effectiveness, and make a connection of how effective parent communication is evaluated under *The Framework for Teaching*.

Y1D17: Online Module: Special Education in Practice: The purpose of this module is to provide participants with the practice necessary to understand free appropriate education (FAPE) provided to students with disabilities in the least restrictive environment (LRE)- the general education classroom. This module includes basic understanding of laws related to educating children with disabilities and identifying characteristics of learners who are identified in the disability categories recognized by Arkansas.

Y1D18: High Yield Strategies: The purpose of this module is to develop participants' understanding of the origin and structure of Marzano's nine high yield strategies and how

Y1D19: Online Module: Inviting Students to Learn: Participants will learn to improve rapport and encourage students to work towards their goals. This module teaches the importance of expressing caring in schools, modeling effective communication skills, and inviting students to learn.

Y1D20: Online Module: Inviting Students to Learn: The goal of this module is to train educators to send inviting messages to students to help them realize they are capable and can learn. Teachers will be intentional in every conversation and choose words to use with students to help them feel strong, thus enabling them to be successful in what they are doing.

Y1D21: Classroom Management by Engaging Students in Learning and Assessment: In this module participants will understand that in a highly engaged classroom, student behavior is more easily managed. They will plan effective lessons including strategies to engage learners and compare and contrast the fixed theory and growth theory of intelligence. They will determine how continuous assessment can facilitate learning in an effective classroom and use strategies of student engagement to create a student-centered classroom.

Y1D22: Online Module: Classroom Management: "Managing Classroom Procedures" Video Self-Assessment: Participants will evaluate their practice as a teaching professional, and create a plan of action based on the Charlotte Danielson design to maximize their effectiveness.

Y1D23: Classroom Management: "Managing Classroom Procedures" Video Evaluation: Participants will evaluate their peers, and help them to create a plan of action based on the Charlotte Danielson design to maximize their effectiveness.

## **Appendix F**

### **APPEL Instructional Module Descriptions (Year Two)**

**Y2D1: Focused Instructional Strategies to Increase Rigor and Relevance:** This module introduces the Rigor and Relevance Framework which was developed by The International Center for Leadership in Education. Lesson plan development using this framework in conjunction with Marzano's instructional strategies will produce higher level thinking skills in all students.

**Y2D2: Inspiring the Best in Students:** In this session teachers will collaborate to produce methods and resources to address a four-step process in inspiring ALL students.

**Y2D3: Brain Power-Teaching with the Brain in Mind:** In this session teachers will deepen their understanding about the implications of brain research on our brains and students' lives.

**Y2D4: The Differentiated Classroom:** In this session teachers will explore differentiation and instructional strategies that can be used to differentiate instruction including using technology to provide differentiated instruction.

**Y2D5: Formative Assessment:** In this session teachers will recognize the use of formative assessment for planning differentiated instruction, identify a variety of formative assessment strategies, examine and practice the qualities of effective feedback and examine their current formative assessment practices.

**Y2D6: Extending Thinking:** In this session teachers will outline ways to identify students' needs, interests and knowledge, examine instructional strategies for differentiation and provide examples of how these strategies can be used to extend student thinking, and identify characteristics of gifted students and describe particular instructional strategies to effectively meet their needs.

**Y2D7: Data Driven Decision Making:** In this session teachers will develop an understanding of the common vocabulary and key concepts of PLC's, understand that the implementation of PLC concepts will benefit students and educators alike, become familiar with data using Root Cause analysis, explain how data driven decision-making produces favorable results in a PLC, and assess the current reality of their school district's successes in implementing PLC's and in using data driven decision-making.

**Y2D8: Closing the Achievement Gap:** In this session teachers will identify teaching and learning factors that help face the achievement gap and close it. Participants will identify personal biases that affect teaching and reflect on practice that improves implicit bias.

**Y2D9: English for Speakers of Other Languages:** TBD (Presenter must be ELL expert, preferably a current practitioner)

**Y2D10: The Engaging Classroom/Parental Involvement:** In this session teachers will identify strategies to connect students to the learning, identify relevant rules and regulations regarding parental involvement and design strategies that could be used to foster and support active parental involvement.

**Y2D11 through Y2D23: *edTPA*** is a performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning. As a performance-based assessment, *edTPA* is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning.

**Y2,D11: *edTPA* Boot camp: Basic Training**

**Y2D12: *edTPA* Boot camp: Academic Language**

**Y2D13: *edTPA* Boot camp: Planning for Instruction and Assessment**

**Y2D14: *edTPA* Boot camp: Task Two: Instructing and Engaging Students in Learning**

**Y2D15: *edTPA* Boot Camp: Task Three: Assessing Student Learning**

**Y2D16: Getting Started with *edTPA***

Y2D17 Online: Task One: Planning Commentary

Y2D18: Task Two: Instruction Commentary

Y2D19 Online: Task Three: Assessment Commentary

Y2D20: Online: Wrapping Up Your *edTPA* Portfolio

Y2D21: *edTPA* Review Day

Y2D22: Online: *edTPA* Portfolio Submission

Y2D23: Growing in the Profession: Participants will learn how to grow their careers by participating in professional organizations and learning about how to present at conferences. Participants will review their *edTPA* score and discuss how the results can provide them with a professional growth plan for improving their teaching skills.